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The JOURNAL of EDUCATION

Twice a Month for Better Schools

DECEMBER 17, 1934

The Twentieth-Century Birch Rod

And How One City Is Discarding It

IRVING W. SMITH

The Bogey of Indoctrination — N. C. KEARNEY
Only a Teacher — CHARLES J. HEMMIG
One Session—for Health's Sake — JOHN G. WOLCOTT
Nobody Loves a Tattler — GARRY C. MYERS
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Twice a Month for Better Schools

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The Editors Say...

We feel that a really valuable contribution to the controversy over marking systems is made by the experience of Superintendent Irving W. Smith in Great Falls, Montana—as described in our leading article in this issue. The Great Falls method goes much deeper than mere clerical adjustments.

•

Try, if you can, these days, to draw the line between truth and propaganda! Advocates of an improved social order find schools strongly opposed to what they call "indoctrination." And with Germany, Italy and Russia in mind, such opposition is quite understandable. However—read what Superintendent N. C. Kearney has to say about "The Bogey of Indoctrination." Read and think.

•

We welcome at any and all times the views of our readers regarding articles or features appearing in this magazine. What do you or do you not like, and why? Your criticisms will help us improve our service to yourself and others.

•

An interesting account of a small-town high school which revolutionized its procedures to meet the needs of its community is right around the corner for our readers. Much equally good material is on hand or promised as we enter our sixtieth year of publication. We hope to make it one of the greatest and most useful in the Journal's history.

•

Another Jingle

Again we challenge you to find a missing line. Our Office Poet has composed a second line to rhyme with a first one already made and printed in an advertisement in this issue. Our Poet's line reads:

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By searching through the advertisements you can find a first line to go with this.

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Answer to No. 6 Treasure Hunt was: "quintuplet insurance," which appeared on page 511 of the November 19 Journal.

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JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*

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The Twentieth-Century Birch Rod

AND HOW WE ARE DISCARDING IT

By IRVING W. SMITH
Superintendent
Great Falls, Montana

While the battle rages over marks, Great Falls, Montana, is testing out a plan that would make marks seem superfluous.

IN 1931 the Great Falls teachers set up three objectives: (1) improved understanding and appreciation of the home by the teachers; (2) improved understanding and appreciation of the school by the parents; and (3) improved co-ordination of the efforts of both home and school in the interests of child-welfare.

The means adopted to achieve the first of these objectives was a program of home visitation by teachers. The high school teachers did not participate to any extent, partly because the homes of our two thousand high school pupils are distributed throughout the entire city, not localized as in the case of the elementary schools.

In the year before the campaign began, teachers had made 282 official home calls. In 1932 this number jumped to 2,450. The following year there were 3,352. Among the four thousand elementary pupils there are many cases of two, three, or even four children of school age in one family. One or more teachers, then, had visited practically every home represented in our elementary schools.

Animated by a spirit of friendliness and by the desire to render help where help was needed, our ambassadors of good will were received with universal courtesy and appreciation. This alone repaid the teachers for the hours of extra time which went into these visitations. In addition, however, every teacher obtained insight into the hereditary and environmental backgrounds of each of their pupils. This increased knowledge about each pupil made it possible to meet individual needs more intelligently and sympathetically. This in turn made for better and stronger teaching.

The attainment of the second objective—namely, improving the understanding and appreciation of the school by parents—was greatly facilitated by these visits. Each teacher took occasion to explain what was being attempted and to invite the parent to make a friendly visit to the school to see what children were actually doing in the classroom. On every other possible occasion—such as assemblies and parent-teacher meetings—this invitation was reiterated. Many parents had but rarely been within school walls since their own childhood. They came in increasing numbers, and were both surprised and pleased. For the first time they began to believe what they had been told—that they were welcome guests at the schools, just as the teachers had been made welcome in their homes. In 1930 there were 5,583 such visits; in 1932 there were 8,957. Last year there were 12,282. This total includes over forty-seven hundred specific visits by parents in connection with some problem involving their children.

The attempt to achieve the third objective—improved co-ordination of effort—was by this time well under way. The proposed modifications in the means of reporting pupil progress grew logically out of the two preceding objectives. The resistance which would have attended any sudden change was absent. Many parents had been coming to school following the reception of unfavorable report cards in order to obtain further explanations and to find out if anything could be done to improve the child's work.

To make intelligent explanations and constructive suggestions the teacher necessarily had to study each child as an individual problem. After a conference parents frequently commented: "I understand the situation so much better after talking with Miss So-and-So."

The following year in the primary grades we therefore substituted these conference reports for our former report cards. Most parents thoroughly approved. Such objections as were raised came invariably from parents of "A" children, who wanted to be able to bolster their egos at the sewing circle and the bridge class. They always voiced touching belief in the transcendent power of heredity.

This year we have sent to all parents of children in the primary, intermediate, and junior high grades a letter saying:—

"We are trying to improve the intelligibility and completeness of the reports you receive concerning your child's progress in school. Nothing is quite so satisfactory for this purpose as a conference in which both teacher and parent participate. Nevertheless, letters from the teacher to the parent and vice versa have also proved beneficial. Both of these means will be used this year.

"By our better understanding of each child—by the clearer perception of each child's capacities, needs, and interests—resulting from mutual conference, we feel confident that we can serve your child more intelligently.

"We shall be more concerned with whether your child is doing his best work than with whether he is doing better or worse than the child of your neighbor. Such scholastic competition as there is will be with himself, rather than with other children of differing capacities, needs and interests. In this way we hope to assist each child to do his best work all the time and to avoid those serious emotional and mental disturbances which frequently follow when one child is compared with another. He is to be compared with himself. There will be time enough for comparison with others when he is more nearly grown up.

"If his work is successful, if he is doing his very best, we shall enjoy telling you so. If in our opinion he is not doing his best work, we shall hope with your assistance to find out why, and then to improve the situation. Perhaps the trouble may be in his eyes, or his ears, or his eating, or his sleeping—in any case, all of us can do better for the child if we work together understandingly.

"This undertaking requires more detailed knowledge, more thought, and more energy on the part of both parent and teacher. If it is going to help your child, however, it will be worth the extra effort."

Inasmuch as the child's present and future well-being is our aim, we try to develop and maintain the child's intellectual honesty and integrity and his ability to see himself, his efforts, and his achievements objectively in terms of his best capabilities. We encourage him to face the facts without any fear except that of not doing his best. We try to teach him not to resort to those psychological mechanisms of alibi-ing, evasion, and withdrawal from reality which are the product of traditionally comparative "marks"—the twentieth century birch rod. An important feature of our program is, therefore, the frequent and private conference between the teacher and the child. First the child tries to analyze his own progress. Then the teacher points out the situation as she sees it. Both then work out a program for the immediate future, setting up certain specific aims and objectives. We try to fix in the child's mind that success at that stage of his development consists in improvement over what he has done in the past. We thus endeavor to avoid promoting the bright child's tendency to an offensive superiority complex, and the slower child's tendency toward a devastating inferiority complex—two factors in the problems of mental health.

Next we report to the parent, by personal conference, by telephone, or by letter our analysis of the child's progress. This individualized and co-operative reporting promotes mutual understanding, sympathy, and directed effort. It may even be regarded as part of necessary adult education, because both teacher and parent are learning to do their work better.

It may be objected that competition is undoubtedly a factor in adult living. We do not eliminate it from the program. We defer it until the child has reached the high school years. Our point of view is that boys and girls are growing, developing organisms. As they progress from helpless immaturity toward self-supporting maturity, they must be kept in constant adjustment to flexibly spiral standards which are progressive in range and difficulty.

How is this modification working in Great Falls? Better, so far, than the most optimistic of us had dared hope. We do not think it a universal panacea or a final solution to all our problems. We look forward to further improvement because our attempt is tentative and modifiable in the light of experience.

Could this modification be used in other schools? That depends on the communities supporting those other schools; on the boards, administrators, and teachers operating them; and on the importance they attach to trying to do better today than they did yesterday, while planning to do better tomorrow than they are doing today.

The Bogey of Indoctrination

By N. C. KEARNEY
Superintendent
Hancock, Minnesota

Haven't the schools been indoctrinating youth with old ideas, even while crying out against indoctrination?

"Those who cry out against indoctrination when liberal and dynamic ideas are introduced into the schools are in reality rallying to the defence of the thing they profess to wish to avoid."

"The presentation of all pertinent facts and views is not indoctrination but is rather the antidote for it."

IN the educational world the assertion, "Now you're advocating indoctrination" has been used as a reproach. The implication seems to be that indoctrination has been successfully avoided in the past; that whatever else has been done in the schools, this pitfall has been avoided.

I am not in sympathy with this naive type of exiguous thinking. A common dictionary definition of indoctrination is "to instruct in doctrines and principles." Obviously, people who talk about indoctrination refer to something that does not inhere in the common dictionary meaning of the word. For the purposes of this discussion I will define indoctrination with such emphasis or lacks of emphasis as shall build up in their minds pre-determined opinions. Propaganda, defined as the propagation of untruth and controversial matter as truth has been injected into the schools too often, but its viciousness is currently recognized and its remedy is not hard to envisage. Indoctrination is not so clearly conceived. Many of progressive and liberal tendencies who suggest that the evils as well as the services of a controlled press be pointed out in the schools or that the insidious suggestions of advertising be fully explained or that the evils of a modern utilities empire be compared to the realities in T. V. A. are hooted down as advocating indoctrination. In another article I have pointed out that "unlearning" is as important as learning and that the schools must stress the "discarding principle" in education.* The implication for this discussion is that tomorrow's dream is limited and measured by yesterday's reality. A chief characteristic of intelligence is that to some extent it allows man's future to function in his present. The extent to which this is true is in proportion to the activity and ability of the intelligence involved. The pattern that intelligence projects into the future must come from man's experience and its possibilities will depend upon recombinations and syntheses of established thought patterns. This means that when a minimum of intelligence is involved in an idealization, the ideal for the future will closely resemble the reality of the past. A corollary is that our past and present do not represent a social millennium beyond which progress is neither possible nor desirable.

That which adheres closely to conventional and customary thought patterns is conservative. A belief in the sanctity of private property is conservative, but the suggestion that any kind of property may be used in a manner contrary to public policy be it wealth or be it an automatic revolver is not so apt to be considered a conservative sentiment. The fact is that the scales will always be tipped in favor of conservatism and the *status quo* in the public mind. The present is too deeply rooted in the past to justify fear that we will change too quickly. The danger is rather that we will adjust too slowly to keep even with the moving present, which only recently has achieved such technological speed as to make the problem a critical one.

•

Another common misconception among critics of modern education is that the hobgoblins and convictions of majorities should be given great attention in the schools while the theories and beliefs of small minorities should either be ignored or accorded scant attention. A moment's thought exposes the shallowness of this contention. Every addition to science or philosophy was at first the contribution of a small group of frontier thinkers. I shall not burden you with long references to Galileo and others. Unless some miracle is expected that will change the thinking of millions of people simultaneously we must make up our minds that desirable changes of all kinds will at first be advocated by minorities and no system for the selection of social opinions can escape the other horn of the indoctrination dilemma. Our youth must be taught to weigh dispassionately the things that are a part of the social heritage against the exigencies of the present. Not only must youth be able to hold to an ideal while discarding a form of custom that has long been associated with that ideal, but youth must also be able to select new ideals more largely

contributive to the achievement of social and personal justice.)

•

A further thought that may contribute to clear thinking about this problem of indoctrination arises from that social philosophy that permits us to define crime and incarcerate criminals, diagnose insanity and isolate the insane, and measure intelligence and lighten the burdens of morons. All this means that in certain segments of social service it is possible for groups of experts to determine what is best for certain other groups. Such practices were not always permitted or condoned and were condemned as examples of Platonic autocracy, but they have become contributive to the larger democracy because the minority groups which advocated them were allowed to plead their cases before receptive majorities. It would appear that minorities should be given unbiased consideration in the other social fields.

•

Those who cry out against indoctrination when liberal and dynamic ideas are introduced into the schools are in reality rallying to the defence of the thing they profess to wish to avoid. This is done naively in most cases except where special privilege seeks to perpetuate itself. It is generally done without a full realization of the potency of custom and prejudice and it assumes that what has been done in the past was consummated because it was the will and desire of the people concerned. A more realistic description of the situation as far as education is concerned is that the school, allowed to drift, inevitably tended to perpetuate the order that created it. Progress will be achieved through the schools to the extent that such obscurantisms as *argumentum ad hominem* and *argumentum ad verecundiam* be made meaningful through the intelligent consideration of all the facts and fancies involved in an issue. The progressive educator has no fear of liberalism or conservatism when these movements are based on a knowledge of the facts and a consideration of the various alternatives. When the schools attempt to provide anything less than this "dynamic equilibrium" they may be said to indoctrinate.

The thinking of man is so tied to the past that a healthy conservatism is assured (unless, of course, man's thinking becomes frenzied from unnatural pressures). This natural conservatism will prove adequate for social purposes without the necessity of excerption and deletion in the schools. Though recently we have mated education to reason, we must guard against the telegony of past unions. The presentation of all pertinent facts and views is not indoctrination, but is rather the needed antidote for it.

---

* Kearney, N. C. "A Fallacy Behind a Method." The Nation's Schools, July, 1934. pp. 31-33.

Only a Teacher

By CHARLES J. HEMMIG

Supervising Principal

Shillington, Pennsylvania

I SING the praises of the public school teacher.

She is in the front line trenches of the educational forces. If she fails the whole public school system fails.

She must have the patience of Job; the wisdom of Solomon; the knowledge of Aristotle; the literary skill of Shakespeare; the strength of Samson; the generosity of Carnegie; the goodness of Saint Francis of Assisi, and the character of Christ.

She must have the skill of the dentist and the doctor; the technique of the magician; the sternness of a father and the gentleness of a mother.

She must command in one situation and submit in another.

She must be fair and square in dealing with pupils, in giving examinations and tests, and in marking and grading papers and school work.

She must be able to sing, to write, and to make public addresses.

She must be able to delve into the innermost recesses of the minds and hearts of her pupils.

She must be willing to sacrifice her time, her health and personal ambitions on the altar of knowledge.

She must be able to live like a queen on the income of a factory hand.

She must endure the criticism and meet the standards of principal, supervisor and superintendent.

She must be progressive and join educational associations; attend conferences; read educational periodicals; know and apply psychology; read and study books dealing with educational practice, methods and techniques.

Besides all these things she must be cheerful, happy, good-natured, refined, cultured, sympathetic, friendly, have a sense of humor and be able to take a joke.

Socially she is thought to be at the bottom of the educational service ladder—professionally she should be at the top. She receives the least pay but actually should be the most accomplished.

Of her is expected perfection in an imperfect world.

Marvelous, indeed, is the person who can meet all these requirements and still remain a human being.

One Session—for Health's Sake

By JOHN G. WOLCOTT

Master, Greenhalge School
Lowell, Massachusetts

THE longer one teaches the more one wonders at the failure of education to harmonize with the laws of nature. The particular discord I have in mind now is the harsh confinement of elementary school children indoors.

For the best part of the morning and for the best part of the afternoon we shut them away from their natural environment. We forget that for eons children lived, played, and grew strong in the invigoring fresh air of nature. We forget that the human race belongs outdoors. Suddenly, in recent times, we stopped children from living their necessary outdoor life. The change was revolutionary. It was cruel.

One wonders who induced us to do this harsh thing. Who started the cry for a full day of labor for children? Perhaps no human being began it. Who that was human could?

Very likely the cruelty originated in one of the blind causes to which we give such names as necessity, accident, greed, unfair competition, accumulated error. The situation reminds one of Dickens. His pages illlustrate the way of blind causes. Child drudges and petty clerks work there for twelve or fourteen hours a day. His descriptions epitomize a period when too many people were obsessed with commercial greed and forgot the need of air and sun. Today in many places, modern American places at that, people have not escaped from this cramped state of mind.

Closing a child in school all the bright hours of the day is not really the way to make him a success. In the afternoon the child, like his father at work, has not the energy he had in the morning. The story is loss of power, loss of interest, loss of education. The final result may be diminished success in later life, both in business achievement and in cultural achievement. It is better for the child and more gratifying to us if he can learn all he can. To learn he must have a basis of health, obtained by a real outdoor life, living half the day in the sun while the sun is up. The whole afternoon spent in his natural environment provides him with energy for better work in school the next morning.

As civilization advances more parents are waking up to the requirements of nature. They begin to see that ridding themselves of the child for the day is not so important as keeping him outdoors half the day. Many modern communities have worked out school hours suitable for the health of the child. The more civilized system is the one session plan.

The child goes to school from, let us say, 8.15 a.m. to 1.30 p.m., with no loss of time. He escapes from the stale indoor air of school at the moment when the drowsiness of afternoon is overtaking him and runs off to the normal physical life of his ancestors, who were created for an open-air life. What he gains in health means more capacity for absorbing education the next morning.

The problem of lunch in the one session plan is met in different ways in different communities. If school begins early enough the child can be dismissed at 12.30 p.m. to eat at home. If the hour for dismissal is 1.30 p.m. or 2 p.m. he can take a lunch to school and eat it at 12 o'clock. Hot lunches may be bought in properly equipped schools. Where it is impossible to provide hot lunches the pupils thrive well on the food they bring. Obstacles seem small once the one session plan is working.

Parents who wish the primary school child to have a rest in the middle of the day would do well to induce school committees to dismiss primary classes at 12 o'clock for the day. If the primary school child has sound instruction in the morning he gains little from more instruction in the afternoon.

In some communities parents may have trouble adjusting their hours of labor and the child's school hours. Often there are special cases, and should not be allowed to interfere with the program of the majority. In industrial centres the difficulty disappears as new programs for adult labor develop. Other isolated cases, such as the problem child, should not obstruct plans for the general good. Criticism of the one session plan in many instances will be found on investigation to come from a few people with special problems of their own. Many school committees that feared wide objection to one session have found on adoption of the plan no objection at all. And why?

Because as civilized thought advances, with a broadening of our sympathy, we see the horror of shutting the elementary school child, and the junior high school pupil too, indoors the greater part of the day. As far as his physical life is concerned the pupil is locked in an unhealthful prison. The remedy is simple: Only change the hours of school. The children go to school the same length of time per day, but go when fresh and recipient. The one session plan is better established on the plan of nature than the two session arrangement.

Nobody Loves a Tattler

By GARRY CLEVELAND MYERS

CHILDREN and adults alike despise the tattler, yet at home and school a premium is often placed upon its practice.

Six-year-old Alexander runs and tells his mother that his baby sister Ernestine of four said a bad word. The mother forthwith punishes the little girl, and Alexander has enjoyed a sneaking satisfaction in having her get punished. Baby sister eagerly awaits the opportunity to get even with her brother. The time arrives and she wins her awaited satisfaction when he slaps her for snatching and breaking his airship. Ernestine makes a bee-line for her mother, to whom she shows the red mark lingering on her arm, and Alexander gets his punishment. Ernestine feels more than satisfied. She and Alexander keep careful watch upon each other's conduct, and report all observed offences faithfully. Sometimes the reports are well embellished by imagination. Often, too, there is a trial occasioning considerable questioning and cross-questioning, charges, counter-charges, and no little lying, after which a decision may be made which gives a feeling to the sentenced victor that justice was not fairly dispensed.

A wiser mother does not so encourage tattling. She doesn't pay one child for tattling on another. She does not even hold a court to have one child testify against a brother or sister, nor force the defendant to incriminate himself. When one child of the family reports the misdemeanors of another child the discerning parent withholds immediate action. But the parent is more vigilant henceforth, more careful that the alleged offender in a similar situation has no opportunity to commit the alleged offence again without being directly apprehended by a responsible person and properly punished.

So at school the wise teacher tries to avoid encouragement of tattling. In the ordinary course of events she should not find this very difficult.

During recent years, however, something has happened in school procedure which has seriously complicated the tattling problem. Properly there has rapidly developed the ideal of training children to control themselves at school. In pursuance of this ideal has grown the movement known as student self-government, more recently called by a better name, student-participation in school government. So practically everywhere has been operating in secondary schools and colleges the student council; which scheme has been slowly pushing downward through the grades. The members of this council are representatives of the school chosen by popular student vote. Whereas, the student council varies widely in responsibility and ways of operating from school to school, it generally advises with the principal or other members of the teaching staff in drawing up rules of conduct for the student body. Sometimes the student council merely acts as an advisory body, sometimes as executive and judicial also. It is when some student violates the rules drawn up by this representative group that serious problems may arise.

When a student deliberately violates such school rules who shall report the misdemeanor? To whom shall it be reported? Who shall pass judgment on the guilt or innocence? Who shall pronounce the sentence? By whom shall this sentence be executed?

Theoretically all student self-government schemes pre-suppose that every member of the student body will feel it his moral obligation to report all offenders to a member of the council or a person especially designated by them. Every good citizen of the school is supposed to watch out that no other student violates a rule without being apprehended; every one must be a spy upon the conduct of every other one—and tattler, too. But as the plan actually operates seldom will a student take this part. He might report some offenders and not others; or he might choose never to report anybody, especially if the whole idea of tattling is repugnant to him. In college and high school, indeed, most students choose to report no one. In extreme cases they, instead, will often go to the offender with a view to persuade him to desist from the offence with "You don't want to get into trouble" or "You get the rest of us into trouble," and this usually is very effective. A good sample is to be seen in hall policing by high school students—where a student is almost never reported for disorderly conduct. The monitors in the hall change themselves from policemen to persuaders, and they are successful to a most astonishing degree.

The rule seems to be: "If thy brother offend against the welfare of the group try to prevail upon him to cease. If he cannot be persuaded take another with thee. If, however, he defies all appeal to reason and continues to be an enemy of the group, thou shalt eventually report him; in which case the disapproval of the group will be strong enough to justify his being punished."

It is in the elementary grades where pupil participation in government is fraught with most danger and where the tattling

element is hardest to deal with. In many elementary schools there is what is called the safety council, the representatives from each room being elected by the class or appointed by the teacher. In actual operation the safety council is merely an official tattling agency. The members on duty are stationed about the halls, lavatory and playground, and are motivated to report every offender. Usually they report directly to the teacher who will assign the punishment or who, sitting with the council in session, will suggest to them the punishment they should pronounce. Practically always she will execute the punishment.

As the scheme usually works out, the child who is very obedient to the teacher, always striving to please her, the kind of child she is most likely to choose to run an errand for her or bear some responsibility, will faithfully report every offence and enjoy great pleasure in doing so and in seeing the offender punished. The child who, on the other hand, prefers the approval of the gang to that of the teacher will rarely report any one. Most children will close their eyes to the offences of their special friends.

Naturally principals and teachers like this plan because it is an easy way for them to keep to a minimum destruction of school property. Besides they fool themselves into believing that the children are acquiring nearly ideal training in good citizenship.

Does this scheme keep children good because they want to be, or because they can't be bad without being caught and punished? Are these children merely learning that anything they wish to do is all right so long as they can get away with it? I wonder if any plan based primarily on tattling does not do just that. Many parents seriously object to it. They say: "We have tried to teach our children not to tattle, and at school they are practically compelled to tattle." Some parents will even advise their children when serving on the "safety council" to report no one unless they feel it absolutely necessary to do so—and parents of high ideals, themselves outstanding citizens in their community. They do so with good conscience, saying they would rather have their child disobey than to practice at tattling, which they so bitterly despise. If any school man doubts the attitude of thoughtful parents on this subject let him talk to them about the matter. I'm not guessing; I have had considerable first-hand information from scores of parents.

A school practice no less vigorously denounced by parents is that of the "monitor." For example, a teacher about to leave the room will appoint a child instructed to report all offenders to her as she returns. Well, you know the rest, and thoughtful parents do also, alas!

(To be continued)

Supt. Jones Acquires a Nickname

A STORY

By IRL H. DULEBOHN

Superintendent Bessemer Township Schools
Ramsay, Michigan

JONES? Sure, he's still at Tinsdale. Been there ten years now. There for keeps, I guess, if he wants to stay. Know him? Know Old Cannibal Jones? Well, rather—worked for him ever since he's been at Tinsdale. Why do we call him Cannibal? Well,—we don't, at least not often—not to his face. But once in a while, when he seems to be getting a little too cocky one of us old-timers who knows him pretty well, will say to him: "Look out now, Cannibal." Then he grins and pipes down. It reminds him of the time he nearly lost his job. Tell you about it? Sure, if you'd like to hear it.

You'd hardly believe a man like Jones would come so near to losing out over a fool thing like that, but he did. If he hadn't got to talking about races of people that time, or if those teachers of his had been a little less stupid, or else had taken the trouble to listen and get the story straight, it might not have happened. And if—but then, if only the ifs and buts were taken out, life itself would be comparatively simple, even for superintendents of schools.

Still, Jones should have known better than to talk about racial origins in a conglomerate community like Tinsdale. And, new as he was there, he might have expected his statements to be quoted and misquoted, cussed and discussed, into something totally different from what he intended. Perfectly innocent remark he made—no force or significance especially; still, through misquotings and misinterpretings it grew into a tornado that very nearly blew friend Jones away from his desk. That's one thing about the school game; it isn't what you've actually said, or thought, or done, that counts; it's what people think you've said, or thought, or done. Once let them get the idea you're wrong and let them start talking, then, even though you're right as rain, you'd just as well start packing.

How did it happen? Wait, I'm just coming to that.

They were having their annual football banquet, the customary venison feed, with the faculty there, twenty or so in all, and about as many football players. They were seated around the table, teacher and player, teacher and player to keep them from ganging up and talking nothing but shop and football. The table was a capital T, standing for Tinsdale, and Jones, the toastmaster, was seated at the head with a group of six or eight within earshot.

It started with the introductions. Everyone knew everybody else already, of course, but that was a good way to break the ice, so Jones made a little speech about each one, you know, to put them at ease and start them talking. He has a humorous way about him and pretty soon they settled down and chattered like a sewing circle.

Well, to Jones who had been accustomed to plain American names, that list of Aureliuses and Pusakuliches and Guglielmottoes and Ciesielszyks and Marconeris that he'd just gone through was a gem of purest ray, so of course those names were the first things he noticed and mentioned. From that, he got to talking about the peculiarities of various races of people and eventually he got around to racial origins. Of course everybody strained their ears to listen because he knew his history, and it was interesting.

It happened that the teachers closest to Jones were Swenson, Cohen and Callovi, so naturally he included them in his talk. He went on to tell how the Scandinavians and the Jews were comparatively pure, ethnologically, and how the Italians came to be so mixed. Swenson and Cohen brightened up, as if the credit was all theirs, but Callovi, thinking of the glories of Ancient Italy, bristled a little, and asked him what he meant. He went on to tell how the Greeks, who had been brought in, had intermingled; and also the Gauls, who had come down from the North; and how that army of Hannibal's —that was the way he said it— how that army of Hannibal's had come over from Africa. Then told 'em that modern Italians are really descendants of all of them. That's practically all he said. The topic ran out a moment later, and that's all there was to it.

Of course this Callovi person was only a grade teacher, and a rather stupid one at that, she wasn't much of a historian— still——. Then, of course "Hannibal" does sound like "Cannibal" if you aren't listening closely, so she probably misunderstood him. Anyhow, she went home mad as hops and told her father that they were descended from Cannibals! Well, father Callovi, who'd been brought up on Italy's glory, wanted to know who told her, and she said Superintendent Jones had said so—he said they were—she'd heard him—she'd sat right close to him at the dinner, and she'd heard him say it, and everybody else had heard him, too.

Well, that news didn't set any too well with Callovi senior. He had been to Venice and Rome, and he read the Italian paper. Cannibals! Africa! Negroes! That man was—what you call— crazy! Shades of Garibaldi!

It didn't take that yarn long to go the rounds. Inside of three days the whole town was buzzing like a hive of hornets. The Olsons and Swansons would meet on the street corners, and say: "Yaw, tat's right, py golly, yust vot I taught. I never did trust dem fallars town py te tracks." The Kuhns and the Zelins, likewise elevated in spirit by Jones' unfortunate pronouncement, said: "Oi-oi," and "no vonder." They, too, began to look from a steeper angle on the people "town py de tracks," and to attribute the traits they disapproved of to those imaginary cannibal forbears.

And the women at their teas and bridge tables—fairly lapped it up! "From Cannibals? From Cannibals did you say? My dear! Well, he must know. And I must say it's no more than I expected." Then they went home to issue extra precautions to their offspring against venturing too near the district "town py de tracks." The children at school— well, it got so for a while that "cannibal, cannibal, cannibal" was the regular children's chorus around the playgrounds every time a swarthy, black-haired ragazzio appeared.

When Jones first heard about the matter, and it was one of those same children's choruses that brought it to his attention, he thought it was a wonderful joke. Told it on himself everywhere he went, and got a tremendous laugh. But later, when he found out that people were actually taking the thing seriously —well, he was plenty mad. He called sister Callovi in, and dressed her down in good shape for misquoting him; but she'd told it so often by that time that she was sure he'd said cannibals. When he explained the thing to her so she finally understood, she was sorry, of course, and promised to do what she could to fix it up, but it was no use by that time even to try. The rest of us who'd got the story straight, we did what we could, but when we talked of Hannibal it didn't register. They hadn't heard of Hannibal "town py de tracks." Cannibals, though, they knew what cannibals were, and that was another story. "Cannibals eata da man. My people no eata da man. Ostia!—Cirindo!—Dat man Jones is—what they call—crazy. Me no like!"

By re-election time the fuss had died down somewhat, nevertheless Jones was worried. There were only five members on his

(Continued on Page 575)

The Problem Box

Conducted by DR. AUGUSTUS O. THOMAS

Children Who Lie

QUESTION—Please tell me why children tell so many lies. I do the best I can to detect the truth but I never saw such deception. What can a poor teacher do to cultivate truthfulness?

Answer—There is one thing upon which I think we shall all agree, and that is that children are never born liars. But there must be a reason why they exaggerate and tell untruths. Many times it is just a "tall story," which the child does not expect you to believe. The child may want to save his face, just as some grown people do. Sometimes the child's imagination is fired by the stories he reads. He knows they are impossible and thinks that if he tells one it won't hurt. Some psychologists claim they have found out how children get that way. Lying is explained as the outgrowth of a particular situation and the cause may be found in the background of the child's associations.

The best studies which have been made seem to indicate that a child will lie in one situation and will tell the truth in another. No one, these scientists say, is either honest or dishonest by nature. I would say that the tendency to tell "tall stories" comes out of the itching of the imagination to fabricate something interesting. I would not give up a child just because he tries to be interesting. If he has a good imagination he may become a poet. Poets take what we call poetic license. A good poet must have a vivid imagination and must let it play. A lad who can tell a good "tall story" ought to have the tendency and his ability cultivated and turned into legitimate channels. We pay a big price for a good piece of fiction.

A type called the negative lie manifests itself by the "cover" method. The child conceals something and thinks to get away with it. We find this form frequently in adult life, too. It is strong in business. If a child tells a direct lie it is because he has been placed in a position where a lie seems the only or easiest way out. It may be that he has never known the difference between untruth and truth. It is difficult for an adult to realize how limited the child's or even a youth's experience really is and how hard it is for him to judge the ethics of a situation. A child will sometimes lie to avoid that most terrible thing in a child's life, ridicule.

Drs. Hartshorne and May of Yale found that a child will lie to one teacher and not to another, will cheat with one teacher and not with another. So don't condemn the child if he tells "tall stories," or if he tells direct or indirect lies. Just examine the situation and find out if you can what the reason is, for there is sure to be one. The little girl in the Sunday School when asked what is a lie, replied: "A very present help in time of trouble."

It is a good plan not to let a child feel that you do not put the greatest confidence in him. If you would make children trustworthy, trust them. When a child gets a notion that you do not believe him you can just look out.

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The Timid Teacher

QUESTION—I am a young teacher. This is my first year teaching in high school. I get along pretty well with my classes, but I just can't be like other teachers in company. I wish I could be more agreeable at receptions and among the other teachers. Can you tell me how to overcome my backwardness?

Answer—Your inferiority complex is probably imaginary since you get along with your classes without trouble or embarrassment. But you should try to overcome the tendency if you expect to continue as a teacher. Poise, ease, and affability are traits which we admire in our teachers. We don't care for them to be too forward, but they should have just that quiet charm of conversation which is a good model for the young. I once knew a teacher who was about as you describe yourself. She was a university graduate. How she ever got through a college course with that bundle of diffidence and fear is more than my mind can understand, but she did. She came to work in the school where I was superintendent. She was a good teacher and no one would ever suspect her of a complex. She was unusually fine looking, and had a keen mind. She wanted to overcome her trouble. When she was invited to a party she prepared for the occasion as she would for her class. She hunted up a lot of good conundrums, a lot of good jokes, and a ghost story or two. She usually had a few short poems, and she was posted on the latest news. I recall the occasion when she burst into popularity and made a name for herself, which really overcame her complex. Each member of the company was to tell a story, sing a song, propose a riddle, or tell a joke. When it came to this teacher's time she seemed to be somewhat embarrassed, then like a flash she set out on a story. It was the best of the evening. Later she confessed to me that it was an effort. She became before the year was over the most popular teacher in that community. Her versatility was her charm. There is nothing to hinder any reasonably fertile-minded teacher from bringing herself up to an even footing with other teachers.

The Round Table

You are invited to join in this interchange of ideas and experiences. Address: Chairman of The Round Table, Journal of Education, Six Park Street, Boston.

Criticism Transmuted

Criticism and plenty of it was hurled at the school authorities of Sacramento—until a group of citizens really got to looking into matters. Superintendent Hughes of California's capital city wears a capital smile as he relates the episode—a joyous one for hundreds of youngsters.

CHARLES C. HUGHES—"When the depression hit us out here we were confronted with the same criticism which existed throughout the United States; that the schools are extravagant, were costing too much money, and even to the point in many instances that the high cost of education was in some way the cause of the depression. It was not very hard for us to put our house in order because it could easily be proved that our costs were not extraordinary. We had, however, just before the crash came, prepared plans for a bond issue for several new buildings, but gave up the plan as being not feasible for the present. However, a group of our citizens came before the Board of Education and asked them what buildings to be built were the most vitally important to the department. Our board told them that we were greatly in need of three new junior high school buildings. This group with the backing of our board and many of our progressive civic associations asked that an election be called. This was done, and a bond issue for $1,146,000 was carried, nearly 4 to 1. Our community was able to give a great many people work, and the outcome has been that we have three new up-to-date junior high school buildings, the last word in architecture and accommodation. This places children of junior high school age in buildings especially adapted to their needs, where before we had only about two-thirds of the seventh and eighth grade students so housed.

"This shows that our people are in sympathy with progressive school plans, and are willing to back them even at greater cost."

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Task Seen in New Light

Out of adversity has come broader vision, to the educational forces of Great Falls, Montana. Superintendent Irving Smith has an encouraging message.

IRVING W. SMITH—"In Great Falls we—and that means everyone associated with the schools—have spent little time lamenting the course of recent economic events. On the contrary we have thrown our efforts into the reconstruction of our methods and practices in the light of present trends and our interpretation of future needs. We believe that we have maintained our schools during the depression with little if any loss to the school children, and with many demonstrable gains.

"The entire school staff has been co-operating in an intensive study of What Is, followed by a study of What Should Be. With this clarification of the ends toward which our efforts should be directed, our recent endeavors have been applied to the Translation of What Is into What Should Be. Astronomers looking at the expanding universe must have something of the same feeling with which we have seen the size of our undertaking expand.

"It is a striking tribute to the professional spirit of our staff that on reduced salaries they have thrown themselves so whole-heartedly into the endeavor to increase the value of their services to the community. It is from such circumstances and from such spirit that lasting good emerges. We are not at all down-hearted, but are facing the future hopefully and energetically."

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Multilateral Progress

One of the places where educational good health may be said to abound is Flint, Michigan. Superintendent Lamb tells of several advanced activities.

L. H. LAMB—"One constructive step we have taken was the organization of elementary, junior and senior high principals and supervisors in a series of committees to study various important administrative and instructional problems. This step was taken in order to knit the administrative staff more closely together in their common problems. The membership on the committees is voluntary. There are now about twenty separate committees studying such problems as the following: Character Education in the Public Schools, Educational and Vocational Guidance, Public Relations, School Marks, Visual Education, Health Education, Philosophy of Education, Social Studies, Special Education Problems, Teachers' Hand Book, Supervision, etc.

"These committees will be more or less permanent in personnel and will continue their respective studies, making periodic reports to the school staff. The principals on these committees choose several classroom teachers who are interested in the particular problem and who aid in the

study and the committee work.

"There have been organized a number of voluntary informal discussion groups among the members of the educational staff. These groups discuss current social, political, economic and educational questions. The groups generally meet in the homes of the various members of the groups and combine the study of special problems with much needed recreation and relaxation. The reason behind the formation of these groups has been the feeling that teachers generally should be better acquainted with the live problems of today, outside the classroom, in order that they may broaden the outlook and scope in their own field.

"The setting-up of special remedial reading rooms in the primary grades in smaller classes with a view to individual attention and emphasis on the correction of primary reading disabilities has proven very successful. Test results to date show that the progress of pupils in these rooms, in reading, has been considerably greater than normal in spite of the fact that the average mental level of the pupils was considerably below normal. The important fact about this remedial reading program is not necessarily the segregation of pupils hitherto unable to learn to read but the individual and psychological approach taken by the teachers of these pupils. The study of these rooms will continue to determine to what degree they shall be established in other schools."

Attention has also been given to a more comprehensive program of adult education; to children's play and recreation programs in the summer; and to the formation through the Community Fund of various advisory councils, including a Boys' Council which is doing much to prevent delinquency.

All in the Day's Work

By FRANCIS READ

A High School Principal

Extra-Curricular Activities

The modern classroom is quite different from that of half a century ago. Then the teacher was the fountain head of wisdom; the students' part was to absorb. Now all are engaged in a joint search for truth, the teacher being merely the friendly guide.

Tonight the dramatics club gave their teacher a banquet in the high school lunch room. The young folks planned everything—the menu, the program, the gifts. They kept the party a secret from their teacher and lured her to the building by means of a hoax.

I was honored with an invitation. As I sat at the table with the boys and girls I thought how valuable are these extra-curricular activities that are found in the modern school. They reveal and develop character traits, and various kinds of abilities. They break down the barriers that often exist between students and teachers. They make pupils love their school. They are the most true to real life of anything connected with our educational institutions.

And yet there are some people who would eliminate all these "extras" and return to the days when school life was confined to the formal instruction of the classroom. When will people ever cease to hark back to "the good old times"?

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Convention Dodgers

This is the season of conventions. One often hears a teacher say as the time of a convention draws near: "I have looked the program all through and there is nothing in it for me."

Many teachers go to conventions reluctantly and spend a major part of their time shopping and attending the movies.

I have just returned from a convention which a number called dull and unprofitable. Here is a thought which I jotted down from the address of a well-known educator: A child can't achieve without effort, or maintain effort without interest, or keep up interest without being conscious of some degree of success.

The application of this principle would improve any teacher's work whether it be the teaching of music or manual training or science or Latin or any other subject whatsoever.

There probably never was a convention at which an open-minded teacher could not pick up some valuable ideas.

WINSTON FLASHES

DESPITE the existence of man on both hemispheres for thousands of years, no basic food plant or domesticated animal (except the dog) was common to the two hemispheres before 1492.

THE only series — that's strong but correct — which offers the new social approach without sacrificing the fundamentals of bookkeeping and accounting is BOOKKEEPING FOR IMMEDIATE USE, by Kirk, Odell, and Street. Book I, published; Book II, ready January 1, 1935.

AS late as 1840 many book stores in Russia sold their volumes according to weight, instead of literary merit.

ALTHOUGH THE WINSTON SIMPLIFIED DICTIONARY is just a youngster, as dictionaries go, three and one-half million copies have already been sold. We won't tell you how many times around the world they would reach if laid end to end, but you might be interested to know that this is enough to supply one copy for every seven pupils in the United States public schools. This dictionary was made for school use and is available in editions for all school needs.

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EDITORIALS

Yuletide Thought

THE Arabs have a proverb: "I complained continually because I had no shoes, until I met a man who had no feet."

Whatever our circumstances, they are probably a great deal better than we think them to be. We take so much for granted—so much that the past has given us through hard toil and upward struggle; so much that comes to us as citizens of a favored land; so much that is really fine and good and enjoyable if we would stop comparing ourselves with our neighbors, or if we would choose the right neighbors to compare with.

It may be Pollyanna-ism to count our blessings when we know the world is out of joint and things ought to be made better.

And yet—perhaps the answer is to go out and play Santa Claus to some of those less fortunate than ourselves.

• • •

Less Simple, But—!

YES, a generation ago life was simpler. It was simpler for the pedestrian; simpler for the butcher, the baker, and the candlestick maker. It was simpler but not easier. Electricity and gasoline were doing less of our work for us. But life was simpler—because, for one thing, we felt more certain. There were fairly definite standards. Things ran along more by rule and custom.

In school work, goals were rather definite. High schools existed to prepare for college; not exclusively but mainly. Grammar schools existed to carry children along as far as their interest and mental capacity permitted. Almost any teacher who was faithful to her duties, reasonably wise and posted on her subjects, was regarded as a good teacher.

The life of the educator has grown complex. New theories of his art are borne in upon him. Fresh goals are set before him. The individual child looms more important. Letting a child drop out prematurely now causes an uncomfortable sense that it is the school and not the child that has failed.

In the world outside the school everything appears to be in flux. Economic and social stability are scarcely to be found anywhere. The child must be prepared for unknown vicissitudes. He must have right attitudes toward situations which are not yet predictable.

Education has ceased to be a task so much as a problem; a whole set of problems; requiring endless thought and experimenting for their solution. Nor is any solution, once reached, likely to be lasting.

No, there is nothing very simple in all this.

But is there not, in fact, something stimulating and challenging in the greater complexity of it all? Isn't there more of a call for pioneering in education than at any time we can remember? Is it not borne in upon us constantly that we are dealing with human personality; that we are searching for the hidden springs of individual capacity and character?

We cannot, if we would, any longer equip the child for life with mere stored-up knowledge. We are forced to develop his inner resources and his latert power to think and act for himself.

Teaching is not so simple as it used to be. But how enormously more worthwhile.

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Gambling to Lose

A STRIKING phenomenon of these bewildering times is the rampant craze for gambling. The desire to get something for nothing pervades the very atmosphere. No matter how slim the possibility of winning, every chance is eagerly taken up by thousands.

State follows state in the legalizing of race track gambling.

Tickets to pools and lotteries are being sold by the million, not only to adults but to children.

Large sections of the daily press, quite regardless of social and economic effects or even of fairness to their own advertisers of honest goods and services, print glowing accounts of poor people who become rich over night through successful betting.

Almost complete silence is maintained about the other side of the story: the huge totals squandered by people who get nothing but worthless coupons for their money.

Nevertheless the daily press and the man on the street demand that young citizens be well grounded in good character. They declare that character should be taught in the schools.

The schools will continue and probably increase their efforts in this direction. But the schools and all other agencies of character formation could accomplish much more if the public would cease to tear down standards faster than they can be erected.

Makers of Better Schools

CLIFFORD S. BRAGDON was promoted to the superintendency at New Rochelle, N.Y., in 1930, succeeding the late Dr. Albert Leonard in a community famous for its educational equipment, personnel and progressiveness. Mr. Bragdon is a New Englander by birth, a graduate of Bowdoin with master's degree from Teachers College, Columbia. He gathered experience in Massachusetts, going to Utica, N.Y., 1912. Five years later he was called to head the high school at New Rochelle, later becoming principal of a junior high school in that place; a post which he held until his transfer to his present office. Superintendent Bragdon still feels a deep affection for the junior high school and adds continually to his knowledge of such institutions and their problems and opportunities. He has had to wield the economy axe of late, but has severed no vital branches.

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LARUE COX was advanced from the high school principalship at Jacksonville, Texas, to the superintendency in that place some six or seven years ago. Still under forty, he served abroad during the World War, and returned to his native State of Texas for service to the schools. His main interests are better administration and better teaching. He encourages his teachers to improve themselves professionally while employed. He follows scholastic athletics with enjoyment. The conventions of the Department of Superintendence, National Education Association, invariably attract him.

•

STEPHEN M. COREY is one of the youngest men on the faculty of the University of Nebraska, where he teaches educational psychology and measurement. An enthusiastic worker for better instruction in colleges and for better teaching at all levels. A native of Rochester, N.Y., Dr. Corey has degrees from Eureka College and University of Illinois, and is a member of numerous fraternities and professional groups. He is a director of the Nebraska Vocational Guidance Association, and seems well started upon a career of usefulness.

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RUFUS A. PUTNAM is another of those younger men of promise. He is business manager of the public schools of Evansville, Indiana. He is a student of school finance, also of janitorial and engineering service. He has been prominent in Junior Chamber of Commerce activities; has been president of his State Junior Chamber of Commerce organization, and holds a D. S. award from the United States body of that name, won in 1933. He is a leader in Sunday School and Y. M. C. A. work in Evansville, and he keeps a careful check on Evansville school expenditures.

Winshipisms

"Don't, oh, don't say unkind things about other teachers!"

•

"It would be vastly better for a man to help his neighbor's earnest son through college than to send his own sporting son into college."

•

"A man who lives in terror lest he should say the wrong thing or the right thing in the wrong way will never say anything that is worth saying."

ROSCOE L. WEST has been connected with the teacher-training program of New Jersey for the past seven years; two years as director of the teacher training of the state, and since 1930 as president of the State Teachers' College at Trenton. New Jersey has spent over $2,000,000 so far on a new campus and set of buildings for this college, which is now almost wholly removed from Trenton to the 105-acre site five miles away at Hillwood Lakes. An unusual amount of faculty suggestion went into the planning of this plant, which has grown up during the administration of President West.

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JASPER A. ABELL has headed the schools of Nappanee, Indiana, for eleven years. He is a Hoosier by birth, residence, education, and devoted professional service. He is proud of his grown children, four in number, all of them with collegiate degrees —one a graduate of West Point. He is deeply interested in economics and government, and is often called upon to address service clubs and other civic groups. Best of all he is an *able* superintendent.

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HAROLD SPEARS is director of Research and Secondary Education in Evansville, Indiana —and he has seen a good deal of the country in his summer travels "West for play and East for work," or graduate schooling. He knows our National Parks — visited a dozen of them one summer. He and his wife are fond of hiking; don't mind dipping into Grand Canyon and such grooves. He has been active in journalism and makes it a sort of hobby— better editing by pupils. Spears is one of the live wires in Indiana education.

The Alcove for New Books

The Span of History

WORLD HISTORY. Books One and Two. By Carlton J. H. Hayes, Professor of History, Columbia University; Parker Thomas Moon, Professor of International Relations, Columbia University; John W. Wayland, State Teachers College, Harrisonburg, Virginia. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

To tell the story of mankind from earliest times to the present hour—and to tell it in such manner as to reveal the main currents, the truly significant events and movements, and to convey some feeling of unity and some insight into civilization—is no small or easy task. The authors of this two-volume "World History" have performed this task with conspicuous success.

They have painted with a large brush, suited to the vast canvas upon which such a panorama must be shown. They have selected and organized their subject matter with fine regard for perspective and proportion. They have written with the degree of simplicity essential to a text for young students in the earlier years of the secondary school.

Political developments and wars have not been overemphasized, though given due attention, while social, cultural and economic phases of the challenging story have been treated with the fullness which they merit.

Maps and illustrations, many of them in colors, add to the attractiveness of the type text, and help to make the account both vivid and well oriented.

A course in world history with such a text for basic information should give the young citizen the needful background for understanding the particular niche of time and place in which he finds himself.

• •

Second Year Latin

THE LIVING LANGUAGE. By Wilbert Lester Carr, Teachers College, Columbia University; George Dupue Hadzsits, University of Pennsylvania, and Harry E. Wedeck, Seward Park High School, New York City. Boston, New York, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

It is amazing to see the advances which have been made in the presentation of Latin, making it more attractive, more easily mastered, more varied, and more alive.

This textbook in second year Latin has many striking features. Breaking with the Caesar tradition, it offers carefully graded and adapted stories from Latin writers. Not only are Ovid, Livy, and other classic writers drawn upon, but medieval writers are not scorned if their narratives are interesting. Finally, parts of Caesar's Commentaries are included, in generous portions.

On the theory that the chief obstacle to Latin is its vocabulary, the book indicates which new words should be learned on the spot; and groups all such words for special study and review in the work units which follow every ten reading sections. Notes are at the foot of each page. Syntax and the writing of Latin are taken up in the work units.

By careful grading and simplification of sentence structures where necessary, the authors have sought to make the pupil's progress one of steady growth, void of those frequent entanglements which have in the past proved discouraging.

In physical form and illustration, this book is very inviting. The thing the student will most appreciate is the fact that it is obviously written to help him enjoy Latin and gain power over it through reading tales that are really entertaining.

• •

Geography of Industries

OUR INDUSTRIAL WORLD. By J. Russell Smith, Professor of Economic Geography, Columbia University. Chicago, Atlanta, San Francisco, Toronto, Dallas, Philadelphia: The John C. Winston Company.

To culminate the study of geography in the elementary grades, Dr. J. Russell Smith has prepared this text which treats mankind's more important products and industries as units cutting across many boundaries. To bring order out of what might otherwise seem geographic chaos, the author has developed a regional map of the world showing climates. Simple variations in tint and shading indicate at a glance the general climatic conditions prevailing in all parts of the earth.

In part, the book is a review of facts previously studied by the pupils, but these facts are given in new relationships and in combination with facts not previously given.

Profusely illustrated with pictures which help to explain the text, and provided with all needful maps in color, this purposeful book tells its story vividly and in a fashion to show the strong influence of temperature, rainfall, and other geographic factors upon men's occupations and their contributions to world trade.

No pains have been spared to produce a well knit, interesting textbook.

The Statistical Appendix is a reservoir of data upon which the pupil may base a variety of charts and graphs of his own, thus making himself even more the master of the principles and the knowledge he has gathered from the printed word and the ready-made maps and pictures.

• •

Modern Economics

ECONOMIC PROBLEMS OF TODAY. By Jacob Klein, Instructor of Economics, Thomas Jefferson High School and Brooklyn College, Brooklyn, New York, and Woolf Colvin, Chairman, Department of Economics, Eastern High School, Brooklyn, New York. Chicago, Dallas, San Francisco, New York: Lyons and Carnahan.

The air is so filled with economics just now—politics and the press are so concerned with it—that the best way to teach it seems to be to start with obvious present-day problems involving economics and to proceed from these to the study of underlying principles.

Such is the method employed in "Economic Problems of Today," by Klein and Colvin. Attractive in cover design and convenient in size; remarkably well organized, concise, clear, and comprehensive. Its treatment of controversial matters is generally fair and impartial, leaving the pupil to form his own conclusions or to see that solutions are not simple and to await fuller knowledge before being too sure.

This volume should render substantial aid in developing a generation of high school graduates fitted to apply sound economics in daily life and keen for such reforms as give actual promise of a brighter day.

Incidentally, widespread use of such a text should spell the doom of many political demagogs.

• •

Conduct and Manners

I AM GROWING UP. Books I and II. By Garry Cleveland Myers. School and College Service. Station B. Columbus, Ohio.

Book One deals with Conduct, Book Two with Manners. The purpose is the cultivation of right attitudes and habits in the child of eight to twelve years. The approach is an appeal to the child's desire to grow up and to be thought to be grown up.

Parents as well as teachers will find the "I Am Growing Up" booklets exceedingly valuable aids.

The News Digest
OF EDUCATION

To Teach Sobriety
Mandatory Course In Minnesota Schools

MINNEAPOLIS, Minn. — A temperance course, made mandatory in the public schools by the State Legislature, is being started in Minnesota. Drys in the State concentrated on writing the requirement into law when repeal passed through the Legislature last January, and as a result of their efforts the Liquor Control Act specifies that the Control Commissioner shall assist the State Department of Education in preparing a course showing "the effects of alcohol upon the human system, upon character and upon society." The course has just been drawn up. The course is to be studied by pupils in connection with their health or hygiene course, according to Carroll R. Reed, Superintendent of Schools. It will be taught from the seventh grade to the senior year of high school.

Plan for Congo

BROOKLYN, N. Y.—Dr. John R. Mott, president of the International Missionary Council and head of the International Council of the Y. M. C. A., urged recently the establishment of three normal schools in the Belgian Congo for the training of native teachers. Dr. Mott, who visited Africa recently, stressed the need of greater missionary efforts there and urged closer co-operation among the various Protestant denominations to accomplish that end.

Givens Is Elected Secretary Of N. E. A. as Crabtree Retires

WASHINGTON, D. C.—The retirement of James W. Crabtree as Secretary of the National Education Association will become effective at the turn of the year, as his successor, Willard E. Givens, takes over that important office.

Mr. Givens has resigned the superintendency of schools at Oakland, California, to accept the call of the national association to become its managing director. There were many aspirants for the post, but the Directors reached out to the Pacific Coast to summon an executive who possessed outstanding qualifications and had a job he was reluctant to leave.

Superintendent Givens is forty-eight years of age; a native of Indiana; a graduate of the University of Indiana who later studied at Columbia. Part of his educational service was rendered in the Hawaiian Islands, where he rose from a high school principalship to Territorial Superintendent. He was Superintendent in San Diego, California, for two years prior to 1927, when he became Superintendent at Oakland. He is President of the California Education Association.

The California Schoolmasters' Club on December 18 will give a dinner in honor of Mr. Givens and President Henry Lester Smith, of the N. E. A.

Dr. Crabtree, the retiring executive of the N. E. A., has held that post for seventeen years, during which he built up the membership from 7,300 to a maximum of over 200,000. Fortunately, Dr. Crabtree will be within call for consultation as the new secretary learns the ropes.

Triple Merger
University Centre In Atlanta Urged

ATLANTA, Ga. — Co-ordination of Emory University, Agnes Scott College, and the Georgia School of Technology into a great university centre is "unquestionably desirable and feasible," according to a preliminary report by six educators who have been studying the project for nearly a year under the auspices of the Lewis H. Beck Foundation. The report recommends seven major steps toward making Atlanta a recognized centre of graduate work and research. Other Atlanta institutions may be invited to join the movement as it develops.

Dennett Replies to FERA Slur On Rich, "Aristocratic" Colleges

WILLIAMSTOWN, Mass. — Dr. Tyler Dennett, president of Williams College, recently fired back vigorously at Harry L. Hopkins, federal relief administrator, who had charged that Williams and other New England institutions in refusing federal aid for needy students were "snobbish, aristocratic, and heavily endowed."

"Boys faced with the alternative of college or greasing cars in a gas station will prefer college," Dr. Dennett said, "but it does not follow that because a boy prefers four years of excitements on a college campus that he ought to have it. Least of all should he have it at the expense of the American taxpayer.

"Williams has always welcomed poor boys. I was one of them thirty years ago. Everyone who knows Williams College as Mr. Hopkins apparently does not, knows that there is no college in the country where the poor boy is more welcome or gets a better break."

The college president assailed a speech made by Hopkins before college presidents, saying it was an example of "demagogy and one of the best, though by no means the only exhibit of the great dangers to the republic incident to the recent growth of bureaucracy in Washington."

Student Deans
Unusual Device Tried At Hobart College

GENEVA, N. Y. — Undergraduate assistants to the dean, or student deans as they are sometimes known, vested with special powers by Dr. Milton Haight Turk, dean of Hobart College, are among the main factors in the organization to keep undergraduate life at Hobart moving smoothly. Vested with powers unique in American collegiate circles, fraternity heads and certain selected representatives of the non-fraternity men are called into consultation by the dean to help in the solution of almost any scholastic or disciplinary problems affecting a member of their group. One of the most unusual powers granted to them is the right to certify excuses for absence from class, and records show that they are much more chary about granting such certifications than physicians.

Eye Better Teacher Than Ear According to Harvard Tests

CAMBRIDGE, Mass. — The future of education by radio is not at all promising, according to the results of experiments on this subject which have just been completed at the Harvard psychological laboratory by Professor G. W. Allport and Dr. A. H. Cantril, Jr., and reported by Science Service.

Experimental comparisons of the presentation of material to the ears and to the eyes indicate that difficult material is better understood and remembered when it is read than when it is heard.

For this investigation in the psychology of radio, Professor Allport and Dr. Cantril experimented with a sample radio audience. The listeners, eighty in number, were equally divided according to sex, and represented various occupational, educational, and age levels.

From their responses Professor Allport concluded that a series of radio lectures could not satisfactorily supplant the printed page or an educational moving picture as a means of education.

The radio has a dulling effect on the higher mental processes of the listeners, Professor Allport found. The listener is definitely less critical, less analytic, more passively receptive, when listening to the radio than when he is face to face with the speaker. Up to a certain point it is true that the higher the cultural level of the listener, the greater is his capacity to respond to auditory presentation.

No Bossing

Federal Regulation Is Strongly Opposed

SPRINGFIELD, Mass.—A warning against the danger of transferring control of the public schools from local and state authorities to Washington and making them agencies for giving economic relief was contained in resolutions adopted by the Hampden County Teachers' Association in its recent convention here. "While recognizing the worthy purpose which has prompted the Federal Government to extend emergency relief employment in education, and while believing that in this period of economic distress the school systems of the Commonwealth are justified in providing classrooms and other facilities for carrying out these federal projects we fear the implications and the possible entanglements which may result," the resolution said. "A situation in which the choice of teachers would be based on economic need rather than professional qualifications, in which the decision as to who is to be employed would be made in Washington, in which the equipment of the classrooms, the program of work and the pupils to be admitted would all be regulated by the Federal Government, would be intolerable."

Human Relations

Williams College To House Institute

NEW YORK.—A Williamstown Institute on Human Relations, to be held at Williams College, Massachusetts, next August, has been announced by the National Conference of Jews and Christians. Newton D. Baker, who presided over a meeting of the conference's executive committee, pleaded for more racial tolerance. "The Williamstown institute we are proposing," he said, "will be as free as a college campus and we hope as productive of loyalty to and sympathy for high things." Dr. Everett R. Clinchy, director of the National Conference, said the institute would include round-table discussions, short lecture courses on history, psychology, economics, and sociology, and large public lectures on the relations of church and state, religious liberty, and similar topics. Mr. Baker said that 300 communities in forty-six states are working on programs for racial tolerance under the auspices of the conference.

Carnegie Grants

Four Canadian Universities Get $50,000

EDMONTON, Alta. — Provincial universities of the four western Canadian provinces have announced uses to which they will devote their grants of $50,000 from the Carnegie Corporation of New York. Dean W. A. R. Kerr has stated that Alberta University will devote its $50,000 to the encouragement of research work in the widest sense, with no particular branch of study favored. Development and maintenance of library facilities for junior students, will be Manitoba University's project, while the University of Saskatchewan will utilize its grant in the taking over of Regina College as a junior college, and linking it up with its university system. The University of British Columbia will devote its $50,000 to the assistance of adult education and to research work generally.

Self-Educated

Laborer Rose To Classical Scholar

LONDON.—A story of a manual laborer, who educated himself to be a great classical scholar and poet of high rank, was related by Dr. Albert Mansbridge at the conference of the British Institute of Adult Education, recently held at Oxford, England. "Alfred Williams," he said, "worked as a manual laborer at the railway works at Swindon for twenty years, and during that period he traveled twelve miles a day to his work, and yet taught himself French, Greek, and Latin. His translations from the classics are treasures of English literature. He produced two volumes of poetry and several distinguished prose works. During the war he went to India and soaked himself in Sanskrit. He came back to be a market farmer, built his own house, and died just as a civil list pension was conferred on him. He was a workman and remained a workman, and he probably never got more than two pounds sterling a week in his life. He was a type far from rare in the early years of adult education."

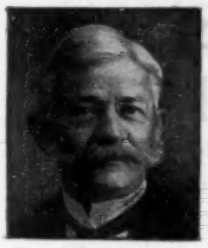
Nation Is Warned to Care for Its 5,000,000 Jobless Youth

NEW YORK.—The Federal Government was charged with the responsibility of providing relief for 5,000,000 young men and women between the ages of sixteen and twenty-five who are out of school, unmarried and unemployed, at a regional conference of the Progressive Education Association here.

The conference of more than 2,000 representatives of public and private schools and colleges heard speakers urge a new outlook on the part of educators in fitting youth, and adults as well, for a new social order.

Mark A. May, Professor of Educational Psychology at Yale University, declared that the estimated 5,000,000 out of school and unemployed constituted a situation that required emergency relief. He held it the responsibility of the government to provide "at least a temporary stop-gap."

Professor May suggested that a program be devised to engage the unemployed youth in educational, recreational, and work projects that are "beneficial to themselves and worthwhile to their communities." He warned against "complicating rules and red tape" and urged care to prevent a national organization of youth which could be exploited later for political purposes.



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New School

Huge Modern Plant for Hershey

HERSHEY, Pa. — The mammoth new senior-junior high school building of the Hershey Industrial School, on the hill top overlooking this town, was dedicated recently in the presence of 1,500 guests. The dedication of the building, which has a capacity for 1,500 pupils, fell upon the twenty-fifth anniversary of the founding of the Industrial School for Orphan Boys, which opened in 1909 with two pupils. Today the school cares for 772 boys. Persons prominent in the educational life of Pennsylvania participated in the ceremonies. The chief address was made by Dr. James N. Rule, State Superintendent of Public Instruction. Milton S. Hershey, chocolate manufacturer, and donor of the building, dedicated it to the education and vocational training of orphan boys and turned the keys over to John E. Snyder, vice-president of the Industrial school's board of managers.

Campus Clubs

STATE COLLEGE, Pa.—With 203 different organizations active on the campus of Pennsylvania State College, there is an extra-curricular group available to meet virtually every taste. From stamp collecting to football, the student has little difficulty in finding kindred souls among his fellows. There is an aviation club, a fencing society, and organized clique of managers for campus politics. There are nine musical and dramatic organizations, five dance orchestras, nine literary and publications groups, and four fine-and-applied arts fraternities. Forty-six societies are devoted to the interests of various professions and maintain contacts with active members of the profession for the student's benefit. Thirty-six national and five local honorary and professional fraternities bestow honors for outstanding scholastic achievements in the separate fields.

$57 Per Child

ATLANTIC CITY, N. J.—Six thousand members of the New Jersey State Teachers' Association brought their organization's 80th annual convention to a close here recently by voting opposition to any legislation that would stand in the way of "complete restoration of salary schedules throughout the state." They indorsed the recommendations of the Governor's School Survey Commission, which recently urged a minimum foundation program of education for every child in the state. This program, the teachers said, should be financed by taxes other than those placed on real estate and should cost a minimum of $57 a child a year. Ultimately, the teachers recommended, the cost should be increased toward the $115 annual expenditure upon each child proposed by the commission.

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Tercentenary of High Schools Is Proclaimed by Roosevelt

WASHINGTON.—A call by President Roosevelt for observance of 300 years of high school education has been made public by the National Education Association. "The year 1935," the President's statement said, "ushers in an important anniversary in the life of the American people.

"Three hundred years ago the first American high school — the Boston Latin School — was founded. It was established in 1635 only fifteen short years after the landing of the Pilgrims. From a small beginning with one instructor and a handful of students has grown the splendid service now provided for 6,000,000 young Americans by 26,000 public and private schools.

"I hope that young people of every high school in the United States will celebrate this three-hundredth anniversary. I hope they will celebrate it in a manner which will bring vividly before parents and fellow townsmen the significance, the contribution, and the goals of their schools."

Pointing out that "hardly more than half the students of high school age are enrolled in high school," and that "many are calling for a program which would force every student to pay his way—with what, nobody knows," the celebration committee announced the following four objectives:—

To help the public to know the aims and achievements of high school training; to advance the cause of universal education as the cornerstone of democracy; to raise the level of high school education by publicizing its advantages; to increase high school enrollment by providing aid to the financially underprivileged and by adjusting the course of study to democratic needs.

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Few Elect Farming

AMHERST, Mass.—That agriculture is rapidly declining in importance as a major study at the Massachusetts State College is indicated by figures released by the college registrar's office. Of this year's enrollment of 1,019 four-year students, only 5 per cent elected agriculture as their major subject. Horticulture was chosen as the major subject by 10 per cent, and home economics was the major also of 10 per cent. The division of physical and biological sciences topped the list with 47 per cent.

Truth in History

British Premier Warns Against Propaganda

LONDON. — Ramsay MacDonald in a recent contribution to the British educational magazine, "The Schoolmaster," urged truthful history books. The Prime Minister's message read in part: "One of the most disagreeable features of the present age is the development of the science of propaganda by means of which children in many countries are being brought up with a false view of history and their minds full of glorifications of war. If our teachers wish to inculcate a love of peace, all that they will need to do is to present the truth and to insure that their pupils know the past for what it really has been and are equipped to draw their own conclusions."

Centenary of B. S.

TROY, N. Y.—Recently at the Rensselaer Polytechnic Institute here, was celebrated the centenary of the first offering of the B. S. and C. E. in any English speaking country. Thus, science education has been regarded as worthy of a college degree only for the past hundred years in America. Ten young men were the first candidates. Under the guidance of Amos Eaton, the institute's first academic head, they rose daily at sunrise and were ready for examinations twenty-five minutes later. Although classes ceased at 4 o'clock, the remaining hours of daylight were assigned to duties in the field or laboratory. The ten young men, however, seem to have prospered under the regime. Two became physicians, one a dentist, three teachers of science, and five practiced civil engineering, one of them ending up as a railroad president.

Nazi Doctrines

In Special Texts For German Children

BERLIN.—Dr. Bernhard Rust, Reich Minister of Education and Prussian Minister of Culture, has issued new instructions regarding books to be used in public schools to supplement the old schoolbooks, which have not been corrected according to Nazi doctrine. The list of such supplementary books is headed by Chancellor Hitler's "My Struggle" and contains Dr. Alfred Rosenberg's "Myth of the Twentieth Century," which turns against Christianity and has been banned by the Vatican. For teaching in a newly introduced course on the Jewish question the following books are listed as educational: "The Handbook of the Jewish Question," by Theodor Fritsch, one of the most violent anti-Semites in Germany; "Racial Knowledge of the Jewish People," by F. K. Guenther, one of the organizers of the Nazi racial doctrine, and "The Protocol of the Wise Men of Zion and Jewish World Politics," by Dr. Alfred Rosenberg. Included in the list are Agriculture Minister Darre's books on the peasantry.

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American Book Company, New York, Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

Ginn and Company, Boston

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D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

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Jones Gets a Nickname

(Continued from Page 564)

board, and three of them came from "town py de tracks." He could rely on the support of Larson and Cohen he felt pretty sure; and he didn't really think the others would hold that foot remark of his against him; but he wasn't certain. He'd had a good year otherwise, had started several new lines of activity that had proved popular, still——.

The meeting was called with one member unexpectedly absent. After the other business was out of the way Swenson moved to re-elect Jones, and Cohen seconded the motion, but the vote tied two to two. The opposition would give no reasons for their stand, but stuck stubbornly to their position. Finally, one said: "Well—my people tella me, you vota for Jones we no vota for you. Whatta da hell? We here to pleasa da people—No?" And so the meeting adjourned. It was inconclusive in a way, still it showed Jones how the land lay, so he prepared, half-heartedly, to make the best of it.

Then, unexpectedly he got a break. One of the new activities he had introduced was debating. He had coached the teams himself, and he had good ones—composed, as it happened, mostly of boys and girls from "town py de tracks." Before the next board meeting rolled around he had won the district championship and also state honors. The town was wild with enthusiasm and excitement. No such honor had come that way before. The team was cheered and feted everywhere, and, of course, the coach came in for his share of the honors.

That swung sentiment his way. At the next meeting of the Board of Education Jones was re-elected unanimously. In speaking of his change of heart one of his former opponents said: Well, —dat cannibal business, dat maka me mad. My boy say he no say cannibal—say Hannibal. I not know 'bout Hannibal, but Jones he good man. I gotta vote for him—now."

See Mr. Jones? Sure, every day. Give him a message from you? Certainly—glad to. Oh, all right. Sure, I'll tell him.

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Pupil—"Yes, ma'am."

Teacher—"And what do we do with the bones?"

Pupil—"We leave them on the side of our plate."

• •

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• •

Literary Pilgrimage

President Wilson used to find great pleasure in relating how he once had his special car sidetracked at Hannibal, Missouri, so that he might make a quiet pilgrimage to the monument erected on the bluffs to Mark Twain. Unknown to the natives, he asked one of them if he remembered Tom Sawyer.

"Never heard of him," the Missourian made answer.

"Do you recollect Huckleberry Finn?" asked the President.

"Finn? Finn?" mused the native. "There was a family of Finns down the road a piece, but I don't think there was a Huckleberry among 'em."

"Do you happen to recall Puddinhead Wilson?"

"Oh, yes, sure; I voted for him twice, sir."

• •

No New Discovery

Smithson and Jones were traveling to business together. Suddenly Jones lowered his paper.

"Have you seen this statement by a famous doctor?" he asked. "He says that four hours' sleep each night is quite sufficient for anyone."

Smithson nodded wearily.

"That's common knowledge, my dear chap," he replied. "My baby knew it when he was one month old."

Not All Schools

Teacher—"Johnnie, can you tell me what a hypocrite is?"

Johnnie—"Yes'm; it's a boy who comes to school with a smile on his face."

• •

Soviet Error

Girl (to kennel man)—"When you sold me this dog you said that in five years it would grow into a magnificent Russian wolfhound."

Kennel Man—"Can I help it if the Five-Year Plan failed?"

• •

Natural Error

Judge—"This lady says you tried to speak to her at the station."

Salesman—"It was a mistake. I was looking for my friend's sister, whom I had never seen before, but who was described to me as a beautiful blonde with classic features, fine complexion, perfect figure, exquisitely dressed, and—"

Complainant—"I don't care to prosecute the gentleman. Anyone might have made the same mistake."

1934

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CHANGE OF VOLUME NUMBERING

From its beginning in 1875 until February 15, 1932, Journal of Education was published weekly. Each calendar year comprised two volumes. Since February 15, 1932, the magazine has been issued twice a month (July and August omitted). Volume 115 was the first to contain all the issues of a calendar year.

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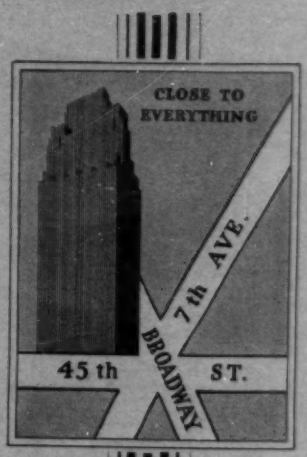

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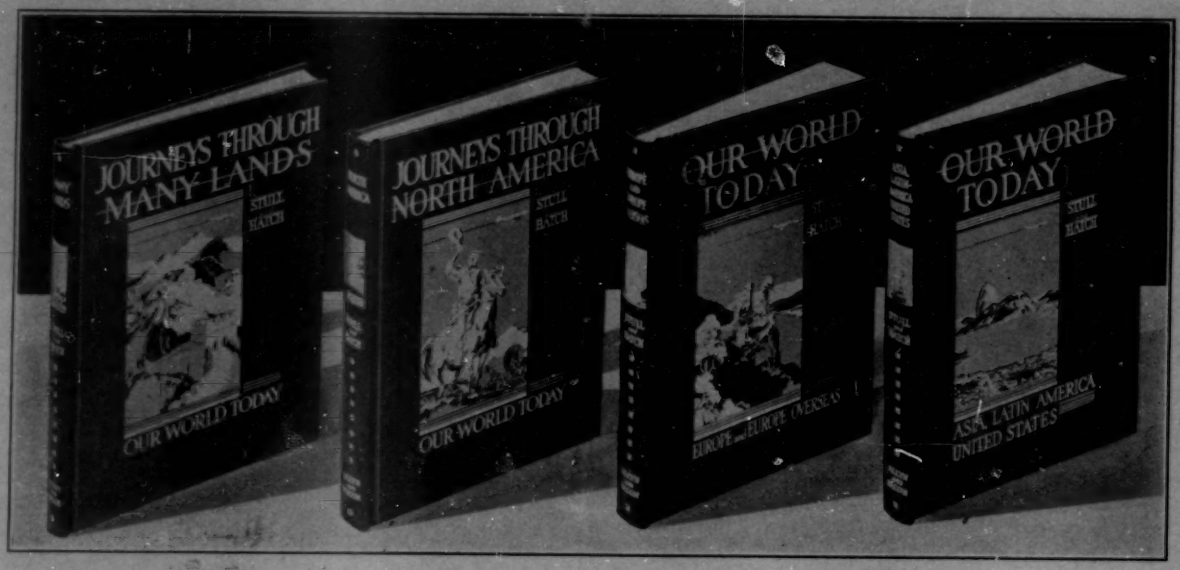

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